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Alyson Peabody
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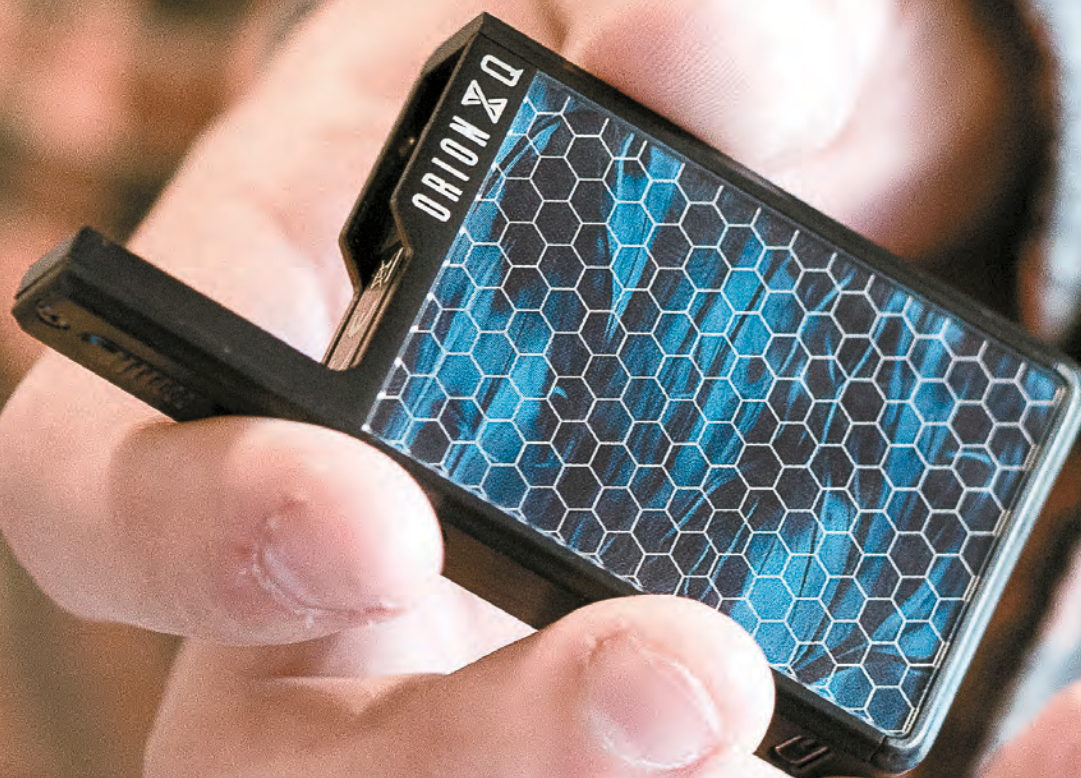
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THE FREE PRESS
SEP 23, 2019
VOL. 51 ISSUE NO. 3

Vape-related illness sparks more conversation



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Cover by Berkeley Elias, Lead Photographer

Letter from The Editor No more feminine foes

Alyson Peabody
Editor-in-Chief

Stop keeping up with the Kardashians. Nothing makes my blood boil more than the sexist notion of pitting women against each other for dramatic attention. There are enough mixed messages presented in the media for how women should look and act. The last thing women need is to be portrayed (and perceived) as catty, backstabbing b****es.

I talked with my roommate at length about this idea of women being perceived as catty. She attended Smith College, which is an all-women's school. Her experiences at college were not even close to the relationships portrayed on screen. The most common question she is asked is about the amount of drama she experienced on campus. She was unable to recount a single incident.

I want to emphasize that the Kardashians are not the problem. The toxicity of female friendships portrayed in the media is the problem. I find that there is a lack of celebration in real world female relationships due to negative social media.

I want this to change. I am the daughter of many women I've never met. Without Dorothy Parker's dark wit

and Audrey Hepburn's compassion, I would not be who I am. I am standing on the shoulders of my personal heroes: Maya Angelou, Georgia O'Keefe, Hedy Lamarr, Ruth Bader Ginsburg, Sylvia Plath, Sara Bareilles, Agatha Christie, Sutton Foster, Clara Bow and Emily Dickinson. I have discovered that there is no limit to where a woman can go. More importantly, there is no limit to what she can do when she gets there.

When it comes to women in my own life, I have been fortunate to have been raised by artists, musicians, thinkers and dreamers. My mother, Kimberly, teaches me about inner strength and the power of a positive mindset. My sister, Megan, shares her love of travel and discovery.

They are both forces to be reckoned with.

Friends I have made since moving to Portland four years ago have built on the foundation laid by my family. Julie Pike works tirelessly in her journalistic pursuits. Lydia Libby shares her passion for yoga. Lindsey Snow and Kate Gardener both create whimsical local art while studying at MECA. Melissa Kelly is a DIY queen. In their own way, they have each lead by example.

All of these women have helped shape the way I see the world. Without them, I

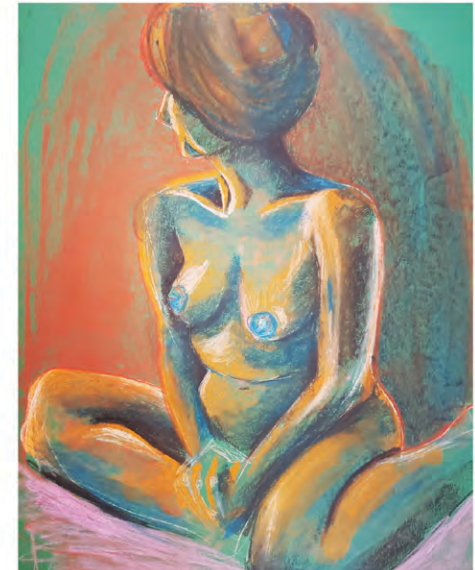


Illustration by Alyson Peabody / Editor-in-Chief

certainly would not have the same determination to pursue my path. I would be without their bravery, charisma, confidence and drive.

Fostering healthy relationships with other women should not come with fear of competition. According to Joyce Benenson, a researcher at Emmanuel College in Boston, competition among women has three unique characteristics: verbal aggression, normalizing conformity as proper femininity and social exclusion. I personally experienced all three of these when I was bullied in middle school and high school. In recent years, the women who used to torment me have since come forward and admitted to their behavior spurring from jealousy. This thought makes me sad because I know they were not the first (nor the last) to succumb to this toxic behavior.

Societal pressure for women to compete with each other

for money, power and sex damages our ability as a population to value women equally as people. One person's value is not diminished by the successes of someone else. It's disheartening to read comments that slander a woman's appearance or discredit what she has to say because of the way she looks. It is disturbing to think that female friendships lost to shallowness or lust are normalized.

We need to actively change the way that we relate to each other on a fundamental level, starting with our female friends. We need to celebrate our differences and our passions. Differences do not divide us, only people can do that.

Strong women are not our competitors; they are our teachers. As Maya Angelou once said, "I am a feminist. I've been female for a long time now. I'd be stupid not to be on my own side." **FP**

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Alyson Peabody

Vape-related illness sparks more conversation

Nurse practitioner and vape professional weigh in on public concerns

Kate Rogers
News Editor

In the last several weeks, there have been eight deaths caused by a lung disease that doctors have tied to vaping. According to a USM nurse practitioner, Malinda Scannell, there is no consensus on what this disease is and what specifically is causing it. However, every patient had used some sort of vape in the 90 days prior to falling ill. Roughly 530 people have been affected by what is believed to be this disease, according to the New York Times.

Maine passed a law on September 19 banning electronic smoking devices on primary and secondary school grounds. Vaping for minors was prohibited already, but the hope is that this will further discourage them. Both USM campuses are already smoking and vape free. New laws have been proposed in several states that would ban flavored vape liquids or e-cigarettes all together.

Doctors have found traces of vitamin E oil in the lung tissue of people affected with what



Berkeley Elias / Lead Photographer

“You just have to support people however you can, and we’ll see how this goes.”

- Malinda Scannell
USM Nurse practitioner

they believe to be this vape-related disease and are speculating if it might be the problem. This vitamin dissolves in fat and is often used in topical skin care products, but it has been found in some of the devices turned in by patients according to Scannell. The connection has not been confirmed; doctors do not know if this is the cause because not all of the devices examined have included vitamin E.

Garrett Chapman is the regional manager for the largest vaping brand in Maine, Empire Vape Shop. He summarized the many ways Empire’s products are regulated. “Our responsibility as vape shops is to enforce these laws,” Chapman said. His concern is that banning e-cigarettes will affect only the regulated vape products and increase black market vape sales instead. “The ban doesn’t solve the problem,” he said. He believes this ban will also send people who have replaced cigarettes with vaping back to smoking. “I can’t imagine telling my customers ... that they have to go back to smoking,” Chapman said.

Chapman said that vitamin E is not included in any regulated vape liquid. However, he believes this could be an issue because of black market products.

Non-regulated THC and nicotine vape liquid can easily be purchased from dealers or the internet and can contain a myriad of chemicals that should absolutely not be inhaled, according to Chapman. Buying off the internet is much easier for minors since a vape shop that complies to ISO and FDA standards will not sell vape products to anyone under 21, whereas on the internet there is no way of regulating in this way. These non regulated products are cheaper because those selling them are not subject to taxes which also makes them appealing to all ages. Many of the people who have fallen ill have gotten their vapes from less than reputable sources, according to the New York Times. Under no circumstances should anyone buy vape liquid from a non regulated source. This is extremely dangerous according to Scannell and Chapman.

Chapman does not recommend anyone start vaping nicotine if they do not smoke. Scannell also recommends that if a person can stop vaping, they should, especially until further research can be done on vape products and this new lung disease. She says that using FDA approved smoking alternatives like the patches and gum if a person is trying to quit is proven to be safe. “You just have to support people however you can, and we’ll see where this goes,” Scannell said. USM’s Health and Counseling services will offer recovery assistance if any student wants to quit smoking or

A selection of Orion brand vape devices sold at Empire Vape Shop

vaping.

Beyond this disease outbreak, concerns about youth vaping have been high for some time. Juul brand vapes specifically are less regulated than other vapes, as they are sold at convenience stores and other places that do not ID at the entrance. There are also no of-

“I can’t imagine telling my customers ... that they have to go back to smoking.”

- Garrett Chapman
Regional Manager at Empire Vape Shop

official nicotine free options for a Juul device.

The government is concerned that the many flavors offered for vapes as well as the styles of the devices are a pull for the youth. Scannell agrees that this could be a problem, and why banning flavored vapes could be a valid way to lessen the amount of young people who may start vaping.

Chapman disagrees. “Adults like flavors too,” he said. “It’s not about the flavors, it’s about the buzz.” He believes this is no differ-

ent than the reason children started smoking in the past— because it was cool.

Scannell is concerned that vapes may not be a solution to the smoking problem and are instead replacing one problem with another. The Royal College of Physicians in the U.K. has been funding vape studies as a smoking alternative. The theory is that the act of inhalation is helpful in the transition from cigarettes to something hopefully less harmful. Scannell believes that trying to move on from the behavior of the inhalation is just as important as withdrawing from the nicotine. “It’s breaking that habit, breaking that cycle,” she said.

Researchers in the U.K. believe the amount of chemicals in vape liquid is so small compared to cigarettes that the results must be less harmful to the point where a few hospitals in the country have opened vape shops. “There are over 9000 chemicals in a cigarette ... Acetone, Strychnine ... that these just don’t possess,” Chapman said.

Despite this, Scannell is still skeptical of the inhaling of so many chemicals. “Why would ... that be a good idea?”

In Illinois, parents have an option if their child is caught with a vape. They can either pay a fairly steep fine, or they can attend a class with their child on the dangers of inhalants. Scannell and Chapman both agreed that increased education like this is crucial to lessening the problems with vaping, especially with youth. **FP**

Historic Fort Gorges' uncertain future

Friends of Fort Gorgeous seek to repair the 155-year-old fort in Casco Bay

Abby Nelson
Staff Writer

Historic Fort Gorges, located at the entrance of Casco Bay on Hog Island Edge, is in need of restoration. Greater Portland Landmarks gave Fort Gorges the top spot on its "Places in Peril" list in 2013. In February, Floridian contractor, Mike Dugay, pitched an idea to the Friends of Fort Gorges to repurpose the fort by renovating it into shops, restaurants or a hotel.

The Friends of Fort Gorges, along with members of the community, responded to Dugay's idea with concern. The Friends of Fort Gorges is an organization devoted to the fort's restoration with the goal of making it a safe place for future generations to enjoy. They feared that the commercialization of the fort would lead to significant structural changes and the loss of freedom to roam around one of Portland's oldest pieces of history.

"We want to be able to look out from the Eastern Promenade with our coffee from Hilltop and see Fort Gorges," said Hannah Peterson, a local historian. "Our cultural history

should be accessible."

Peterson said that the city of Portland has burned down four times, making Fort Gorges one of Portland's oldest structures. It survived the fires due to its separation from the mainland. The fort is accessible only by boat.

In early September, the Portland Parks Conservancy and the Portland Parks Commission held a public meeting to discuss the Fort's future. At this meeting, the city of Portland and the Friends of Fort Gorges made it clear that if Fort Gorges were to be renovated, no major structural changes would be made to its historical appearance. General public access would still be a priority.

In 2016, the city of Portland and the Friends of Fort Gorges put a preservation plan in place to begin safety renovations from the fall into the spring of 2017. A group of Army Corp Engineers went out to the fort to install railings and gates, making it a safer place to visit. However, no physical repairs were made to the fort's decaying structure. The City of Portland, the Friends of Fort Gorges, and the

public as well, now have to decide what Fort Gorges future looks like.

The construction for the former U.S. military fort was originally proposed in 1812;

"We want to be able to look out from the Eastern Promenade with our coffee from Hilltop and see Fort Gorges."

- Hannah Peterson
Local historian

however, it wasn't built for another half century. It was designed with the purpose to assist the nearby Fort Frebel of South Portland and Fort Scammel, located on the neighboring

House Island, in protecting the Portland area. There are 56 gun emplacements on the south, east, and west facades. The grassy rooftops offer beautiful views of Casco Bay and the city of Portland.

Due to the invention of the rifle cannon during the Civil War, which had the power to destroy its granite walls, Fort Gorges was deemed out-of-date by the time it was completed. For this reason, no troops were stationed there nor were any battles fought on its grounds.

The fort was eventually put into use during World War II as storage space for anti-submarine equipment such as mines, cables, and nets. This also marks the last time the fort was actively used for military purposes. The City of Portland acquired the property in 1960. In 1973, it earned a spot in the National Register of Historic Places.

It is clear that whatever is decided, the fortified island in Casco Bay will remain an important part of Portland's history and its future. **FP**



Nora Devin / Staff Photographer

A view of Fort Gorges from the Casco Bay Lines Ferry

Thousands rejected from loan forgiveness program

FAME representatives explain why applicants were denied

Jenasa Staples
Staff Writer

In early September, the Government Accountability Office (GOA) reported only 1% of 54,000 people who applied to the Temporary Expanded Personal Service Loan Forgiveness (TEPSLF) program were accepted. This program is temporarily available to help people who have applied and were denied by the Public Service Loan Forgiveness (PSLF) program. People were denied because they were on the wrong payment plan. The PSLF is a program that helps people who work in public service or at a non profit organization pay back their student loans after ten years of consistent payments.

Both the Director of Education, Martha Johnston, and Education Program Manag-

er, Jen Lanphear, are employed at Financial Authority of Maine (FAME). According to Johnston and Lanphear, the TEPSLF program will be in effect until the money runs out. Congress approved 700 million dollars for the 2018-2019 federal fiscal year for the TEPSLF program. Currently, only 30.7 million has been rewarded. This means there is still time to apply or reapply. The reason a 71% of people were denied for the TESLF program is because they did not apply for the PSLF first.

Johnston and Lanphear explain that applying for the TEPSLF program requires applying for the PSLF program first. Once applied for PSLF, students can send an email to tepslf@myfed.org with the subject line: TEPSLF Request. In the body of the email, state your name, date of birth and ask for all information to be reviewed.

Johnston and Lanphear suggest applying to the TEPSLF program now while it's in effect. For people that believe they would qualify for the PSLF program, it's important to start the process as soon as beginning a career. Send in an employment form certificate every year and make sure to have a correct payment plan to qualify for the PSLF.

Johnston and Lanphear say their biggest piece of advice to students would be to become educated on student loans. Figure out how much money needs to be taken out and how the loans will be paid for after graduation. The most common barrier between knowledge about student loans and the student is the future visualization of their life with student loan debt. They said that students only have to sign one paper at the beginning of their college career and then

the rest of the time it's easy to just click a button and get a student loan, leaving little room to reflect on the potential consequences of taking too much money. It is common for students to have minimal knowledge on how much student debt they have.

The FAME website has a calculator that can help students figure out if the amount they potentially could be making will be enough to pay on the student loans they have out now or plan to take out. FAME is also continually updating their information in hopes to make the knowledge less overwhelming for students. Their most recent updated information that will be helpful for students is "Managing Your Loans in Five Steps", which can be found on the FAME website famemaine.com **FP**

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Arts & Culture

Artist of the Week: Autumn Damron

A lifelong passion for the arts fuels creativity

Ryan Farrell
Staff Writer

A lifelong passion for the arts bears many facets. Autumn Damron uses a variety of mediums to craft what she dreams of. Though her pieces usually portray themes of nature and botany, Damron uses her art as a vehicle for representation.

In a previous drawing class, Damron chose to center her art around domestic violence, a subject she had been researching. The course gave Damron the opportunity to express her artistic capabilities.

"I wanted to work a component where I can, not advertise, but increase awareness through representations," Damron said.

Damron is currently studying psychology and studio art as she completes her senior year. She has been a part of the USM community since 2015.

Damron's Facebook page, known as Versatile Visions: Fine Art in Many Mediums, showcases her collective art. Each category of media displays Damron's extensive range, as well as her curiosity.

She has used her Facebook platform to attract business via commission. Five of Damron's pieces have been purchased by Maine collectors, and she has sold art to collectors in Massachusetts, Utah, and California.

For Damron, the arts are a lifelong passion. She began sketching for a couple hours a day in her youth, quickly becoming inspired by her older sister's artistic style.

As Damron grew older, she became attracted to the idea of artistic representation and began exploring a variety of new



Logan Hughes / Staff Photographer

(Acrylic on Canvas, 40"x30"x0/5". Spring 2019)

avenues. Her grandparents always encouraged her to explore new mediums, giving Damron art supplies to motivate her to try new crafts. In high school, Damron would conceptualize furniture in hopes of being able to craft them in the future.

Throughout Damron's artistic career she has preferred several mediums. She previously favored sketching with charcoal because it forced her to abandon previous concepts. The unpredictable nature of charcoal is difficult to control, however Damron appreciates the unforeseeable.

"It's a lot of fun when you kind of just let it do its thing and let it take you where it wants to go," said Damron.

Damron's current medium of choice is acrylic paint because it's an affordable, wet material, bearing a plethora of colors. Her previous paintings benefit from this decision. Damron's painting expresses an impressive sense of realism when exploring nature and landscapes. Her abstract works utilize the vibrant paints in interesting ways.

"It's a lot easier to achieve a more malleable color with acrylic than with colored pencils, because with colored pencils, I'm not as familiar with their blending," said Damron.

When looking for inspiration she considers her emotions and the message she wants to communicate. Similarly, she wishes to remain artistically adaptable.

In the future, Damron hopes to start exploring furniture crafting. Since she has the necessary tools, she is already well equipped. Damron hopes to start doing more commissions during school vacations.

Her artwork can be found @TheSeasonalArtist on Instagram. **FP**



Photo courtesy of Autumn Damron

"Blind" (Four piece of charcoal and white pastel on 100lb. Bristol paper, 19"x24". Spring 2019)



Photo courtesy of Autumn Damron

(Acrylic on Canvas, 40"x30"x0/5". Spring 2019)

Remembering The Great Fire of 1866

The story of the historic event that reshaped Portland

Max Lorber
Arts & Culture Editor

No one is quite sure how the momentous fire started in Portland on July 4th, 1866.

Some speculated that sparks shot out from the railroad tracks as an engine passed by, igniting dry wood shavings in and around a boat shop on the wharf.

A more widely accepted theory is that a young boy, in celebration of Independence Day, innocently lit a fire-cracker and threw it over his head, causing the boat shop to erupt in flames.

The wind rapidly carried the fire east on Commercial Street, first taking a sugarhouse and then a planing mill on York Street. The fire continued to fan out, with flames engulfing nearly every building in downtown Portland.

Iron support beams melted from the terrific heat, edifices made of brick and granite fell to the ground.

The center of the city was reduced to a pile of rubble in the span of a few hours.

From Commercial Street to Munjoy Hill, the destruction resembled the aftermath of a carpet bombing.

It is hard to overstate how massively catastrophic this fire was. At the time, no other fire in American history had been so destructive.



Photo courtesy of New England Historical Society

Ruins of the Great Fire in Portland, Maine

The weather conditions in the summer of 1866 made Portland particularly susceptible to the spread of fire. It was particularly dry

and hot, creating conditions that turned most of the structures into tinder bundles.

The Portland Fire Department of that era was not equipped to handle a fire this immense. Augusta, Bath, Biddeford, Gardiner, Lewiston, and Hallowell were all telegraphed appeals for assistance. Before

air by the winds.

The flames finally stopped spreading in the early morning hours of July 5th.

“It was probably the single most critical event in the history of this city,” said Abraham Schechter, the special collections librarian and archivist at the Portland Public Library.

In the aftermath of the fire, much of the industry and financial institutions of Portland were decimated. Many hotels and attractions were also destroyed. The city had been booming for some time, particularly in the shipping industry. The fallout of this momentous event stunted Portland’s growth considerably.

Letters of support and donations were sent in from all over the country. Schechter discovered a box of these letters and a cache of film negatives documenting the aftereffects of the fire stored in the back of the public library. He carefully scanned these invaluable primary sources for the Portland Public Library archives.

Money from donations across the country helped quicken the pace of rebuilding the city.

By late August 1866 much of the rubble had been cleared and over 300 buildings were near completion. Nearly all the Victorian brick buildings in the Old Port neighborhood of Portland were built during the reconstruction.

“It was probably the single most critical event in the history of this city.”

- Abraham Schechter
Special Collections Librarian &
Archivist
Portland Public Library

any help could arrive, the flames were beyond control.

Panic spread throughout the city. The streets became clogged with refugees fleeing the devastation. The evening sky was illuminated with an ominous glow and large burning cinders were lifted into the

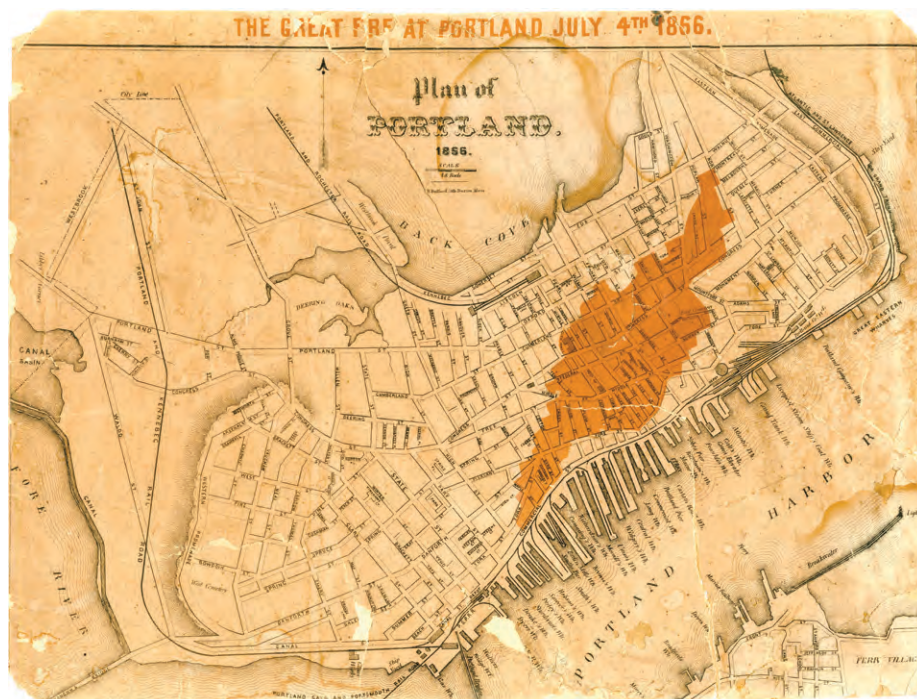


Photo courtesy of Portland Room, Portland Public Library

Area affected by the Great Fire

MOVIE TALK

The Goldfinch: Life After Tragedy

John Crowley presents a multi-generational drama

Ryan Farrell
Staff Writer

The Goldfinch, an adaptation of Donna Tartt's award winning 2013 novel, was released last Friday. This emotional drama is centered around a spectrum of grief, identity and guilt. This is the sixth film from director John Crowley, who created features such as *Brooklyn* (2015) and *Boy A* (2007).

The main cast is multigenerational and bears significant talent. *The Goldfinch* isn't afraid to take the viewer to dark places, which ultimately accentuates the film's ascent to realism.

The Goldfinch is narrated by Theo Decker as he reminisces about his life altering childhood tragedy. While in an art gallery, a terrorist bombing tragically took his mother's life.

After awakening in rubble, Theo pulls a painting from the destruction and smuggles it outside. Subsequent to this, Theo is taken in by the wealthy Barbour family.

Mrs. Barbour cares for Theo as if he were a son to her. She proposes an official adoption, however it's disrupted when Theo's father Larry comes back into the picture. He brings Theo back to his home in Las Vegas, deepening Theo's pain.

Throughout the story, Theo narrates as if he is still processing this trauma. Although his adult life is certainly more preferred, Theo's depression is apparent.

The Goldfinch constantly transitions from past to present in order to relay similar depressing tropes that Theo has carried with him throughout his life. This technique is used to gradually reveal information about Theo's past and future.

While it's an effective storytelling technique, some of the transitions seemed abrupt. A significant amount of these transitions involve Theo either abruptly awakening or emerging out of water. The repetition of these scenes takes the viewer out of the film, which is disappointing since the overall storyline is engaging.

The cinematography does give this film a unique visual style, especially when it uses camera work to reflect character tones.

The adult version of Theo is played by Ansel Elgort (*Baby Driver*) and the young variant is portrayed by Oakes Fegley. Their dual casting will really convince the viewer that they're one in the same; this is true for most of the characters with dual actors. Elgort's performance is particularly moving.



Photo courtesy of IMDB

Nicole Kidman however plays her character in both time periods.

Finn Wolfhard adopts a Ukrainian accent while playing the young version of Boris, Theo's troublemaking childhood friend. It is interesting to see Wolfhard branch out in this direction.

Overall the cast is what carries the emotional tone.

The Goldfinch is a slow paced tragic character study. It portrays grief through the decades and how it shapes people. While the generational transitions feel repetitive, the time periods are distinguished effectively. This is further enhanced by a capable and consistent cast. Anyone looking for a unique cinematic character study should see this film in theatres. **FP**



A&C Listings

Monday, September 23
7PM-8PM

Franco-America at the Interstice of Identities: Ernest Hébert Essay Presentation
University of Southern Maine
Lewiston-Auburn College
51 Westminster St., Lewiston, ME
Room 170

Tuesday, September 24 - October 13
Various Times

The Clean House

Portland Stage
25A Forest Avenue
Portland, ME

<https://www.portlandstage.org/>

Previews \$32-\$37; Sat & Sun Matinee

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Friday, September 27
5:30PM

Peeling Away the Masks: Why Practice is Vital for Uncovering Our True Selves - Public Talk by Dr. Monika Son

University Events Room
Glickman Library - USM Portland Campus

Friday, September 27
8PM

FACULTY CONCERT SERIES: "Let's Duet - Intimate Conversations for Two" Robert and Kimberly Lehmann, Violin and Viola
Corthell Concert Hall - Gorham Campus
\$15 for adults, \$10 for seniors and USM alumni, and \$5 for students

Sunday, September 29
Master Class: 10AM-12PM Concert: 2PM
Resinosa Ensemble Master Class and Concert

Corthell Concert Hall - Gorham Campus
www.usm.maine.edu/music/boxoffice
Concert tickets are \$15 for adults, \$10 for seniors and USM alumni, and \$5 for students

What caught your eyes and ears this week? Let us know! arts@usmfreepress.org

Want to submit an event?
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USM Community Page

Suicide prevention month inspires the Garden of Hope

Sunflowers representing the memory of 1,100 students stand tall in Gorham

Alyson Peabody
Editor-in-Chief

1,100 yellow sunflowers are spread along the hill behind Corthell Hall. Each flower is constructed from recyclable material and were “planted” by 10 USM Psychology Club students in honor of National Suicide Prevention Awareness month.

The flowers commemorate 1,100 students who die annually by suicide.

The idea for “Garden of Hope” was inspired by a display at Boston College, according to honors student, Tracy Edwards. The Honors Student Organization (HSO) wanted to create this display to bring awareness about suicide prevention during the month of September and the Psychology Club helped make this a reality.

“A lot of people may have been affected by the effects of suicide and we wanted to promote a community of healing and support,” said Edwards. “Mental health plays a big part in how college students are affected. During this month it is important to show that there are resources available in the community, as well as nationally.”

Sunflowers were chosen because yellow is the color associated with national suicide prevention awareness.

Edwards said that they initially wanted to purchase 1,100 pinwheel, but decided a recyclable material would have less of an ecological impact.

“Most of the members in the HSO are graduating seniors so we hope that others may pick up this task and help bring awareness around the stigma of mental

health,” said Edwards.

Edwards said that a similar event is being planned for the Portland campus in October for World Mental Health Day.

Informational Resources

Know the Warning Signs and Risk Factors of Suicide: nami.org/Learn-More/Mental-Health-Conditions/Related-Conditions/Risk-of-Suicide

Being Prepared for a Crisis: nami.org/Find-Support/Family-Members-and-Caregivers/Being-Prepared-for-a-Crisis

USM Specific Resources

Everybody Struggles: [youtube.com/watch?v=tUOve6SfJCo&feature=youtu.be_gdata_player%20%20%20](https://www.youtube.com/watch?v=tUOve6SfJCo&feature=youtu.be_gdata_player%20%20%20)

Suicide Prevention Guide online guide available through the Center for Collegiate Mental Health: <http://www.bestcolleges.com/resources/suicide-prevention/>

The Jed Foundation: jedfoundation.org/

Maine Suicide Prevention Program: maine.gov/suicide/

The Trevor Project--24hr crisis support and suicide prevention for LGBTQ youth: thetrevorproject.org/

National Suicide Prevention LifeLine (1-800-273-8255)

Crisis Line for Veterans (1-800-273-8255, press #1)

Maine State Crisis Hotline (1-888-568-1112)

Cumberland County Crisis Hotline (1-207-774-HELP) **FP**



Cullen McIntyre / Sports Editor

Field of flowers on the Gorham campus in honor of suicide prevention month

Learning: It's what you *DO* that matters

How to create your own Personal Learning Network

Paul Dexter Ph.D.

Director of Academic Retention Initiatives

It's the fourth week of the fall semester. By now, many students have established their routines: work schedules, class schedules, meal schedules, workout schedules. This also includes when and where academic time-on-task is happening. In terms of learning, though, there is another important consideration beyond the when and where: with whom?

When you think about how you've approached your academics thus far this semester, how often are you learning with others, versus "studying" alone? Since we are only in week four, there is still opportunity to shift some of your academic time-on-task to involve others in your learning process. The key is to develop your own customized Personal Learning Network. The evidence is strong that students who involve others succeed at higher rates, experience more learning gains, and get more out of the college experience.

What is a Personal Learning Network? It's an informal network of people that you interact with in your learning environments and in your learning tasks. A well-designed Personal Learning Network improves the learning experience, generates

well, since we continue to learn well beyond our formal schooling. Professionals build Personal Learning Networks by attending conferences, serving on committees, forming learning communities, participating in book or podcast discussion groups, and consulting with mentors. By learning how to form a Personal Learning Network as a college student, you will be developing skills and strategies for future success!

To begin the process of creating a Personal Learning Network at USM, first realize that some in your Network may change from semester to semester based on your courses and academic tasks, while others may be there with you until you walk across the stage in your graduation regalia. The important first step is to examine what you need to learn and accomplish this semester, and then determine who to involve in your Network. Here are some recommendations for the "who":

Your Peers: One of your most timely resources for your Personal Learning Network are peers from each of your courses. Get together with one or two from each course every week to explain concepts to each other, test for understanding, and review information from previous weeks.

"... the creation of a Personal Learning Network is a strategy for the professional world as well., since we continue to learn well beyond our formal schooling."

-Paul Dexter

knowledge, sharpens understanding, and builds memory, all more efficiently and effectively than learning alone. Notice how the word "college" is not mentioned in this paragraph. That's because the creation of a Personal Learning Network is a strategy for the professional world as

Learning Assistants: You may be in a course using the Learning Assistant model, with embedded peer Learning Assistants partnering with your faculty to facilitate active group work in the classroom. Take advantage of every minute of this active practice time, and ask your LAs

what additional time is available outside of the classroom to continue the work together.

Subject-Based Tutors: If you haven't met with a tutor yet, now's the time to schedule your first appointment, not only right before an exam. The tutoring team at The Learning Commons are trained to help students practice explaining concepts and build confidence as learners. There are over 70 tutors

"A well designed Personal Learning Network improves the learning experience, generates knowledge, sharpens understanding and builds memory, all more efficiently and effectively than learning alone."

- Paul Dexter

Director of Academic Retention Initiatives

across a wide array of subjects, with two appointments per subject area available to students each week at no cost!

Writing Assistants: It can be challenging to step out of our "own head" to evaluate our writing. One of the best resources for an active, collaborative writing process is the team of Writing Assistants and Graduate Writing Assistants available to any current USM student.

Learning Commons Navigators: If you are new to doing research as a USM student, it can be helpful to meet with a Learning Commons Navigator at the Portland campus location. A Learning Commons Navigator is a current USM undergraduate or graduate student trained in guiding peers through the initial steps of conducting academic research.

Peer Academic Coaches:

It's common for students to arrive at USM with academic habits that no longer yield the desired results. By working with a Peer Academic Coach, students can increase their academic skills such as how to effectively and efficiently read textbooks, take notes in the classroom, manage time, and prepare for and take exams.

Academic Advisors: Every USM student is assigned a Professional Advisor and a Faculty Advisor. Both are essential for your Personal Learning Network to help you navigate academic pathways, connect with resources, and establish academic goals.

Your Faculty: In addition to teaching and research, your faculty offer scheduled office hours for students. Get to know your faculty each semester, and establish a channel of open communication regarding course concepts, assignments, and learning outcomes.

Forming your Personal Learning Network is one of many steps you can take to become an AGILE learner. Schedule an appointment with a Subject-Based Tutor, Writing Assistant, or Peer Academic Coach via the Learning Commons website. Check out more resources and strategies at usm.maine.edu/agile. **FP**

Perspectives

Faculty Editorial

Discover your major & career interests at USM

Kelsey Bannon & Emma Roose
Academic Advisors

There are many reasons why a student might be undeclared or want to explore major options.

Some students might know a general field they'd like to go into but want help narrowing down their options.

Others might not know how their interests apply to future careers and academic pathways.

There are some students who come in declared in one major and realize it's not the right fit.

If this is you, remember you're not alone! At USM, there are about 312 students who don't have a major declared, and according to a 2017 report by the Department of Education, around 30% of students change their major within the first three years of college.

While the major exploration process can produce anxiety, being undeclared can and should be a very positive, fulfilling experience.

Through self-exploration, career assessments and advising appointments, you have the opportunity to delve into and uncover your

interests. Sometimes this discovery happens fairly quickly and for other students it takes more time before the moment of realization happens. Either way, we are here to help!

Here are some steps you can take to start your discovery journey...

Meet with your Academic Advisor and let them know that you are beginning your major "discovery" process. This can happen during a meeting you already have planned with your advisor such as a first-semester meeting or priority registration, or you can make a separate appointment. There's no right or wrong time to get this process started!

In this discussion with your advisor, you'll learn more about the different resources you have available to you as an undeclared student including access to various career and interest assessments, Gallup Strengths coaching, and research techniques as you search for information on majors and careers.

Most importantly, we'll make sure you get connected with a Career Advisor from USM Career and Employment Hub.

Questions to reflect on during your Academic Advising meeting:

What kinds of subjects have I enjoyed learning both inside and outside of school?

What do I like to do for fun?

What do I value in life?

Do I see this influencing what kinds of jobs I might want to pursue in the future?

After completing the career and interest assessments, you'll be ready for a one-on-one appointment with a Career Advisor.

Career Advisors are different from Academic Advisors. Career advisors are skilled in interpreting results from career assessments, are knowledgeable about workforce trends and up-and-coming fields, and understand employer needs and how students can become competitive candidates in the job market.

Likewise, Career Advisors work closely with the Career & Employment Hub's Employee Relations Managers who handle a wide network of employer and alumni contacts. Students are able to connect with these contacts for informational interviews, job shadows, and possible internships/jobs.

Your discovery process is individualized to you and your needs and can span anywhere from a couple of months to a full academic year - as long as you need to feel confident and enthusiastic about your chosen path.

Questions to reflect on during your Career Hub meetings:

What have I learned about myself through these self-assessments?

Does this seem like an accurate representation of who I am?

What majors/careers do I want to learn more about?

What kinds of info do I need and from whom?

How will I know when I feel ready to declare a major?

Your next step is to make another appointment with your Academic Advisor and update them on what you discussed with your Career Advisor. You can even fill out a 'Change of Major' form right then - it takes less than a minute to complete!

Your Academic Advisor can further help you learn about major requirements/curriculum and a graduation timeline. You can also make a plan for the coming semester on how to engage with your new major, both in and out of the classroom.

Although this process can take time and commitment, learning more about yourself and how you fit into the academic community at USM will benefit you in lasting and unexpected ways. **FP**



University Health & Counseling Services will soon be offering a number of groups in 156 Upton Hall between 3:30 and 4:30 to help students gain skills in managing stress, adjusting to college life, improving self-compassion and developing more satisfying relationships.

Chill Skills, led by Rebecca Reid Brainerd and Sarah Kelly, will meet Mondays in October and will focus on recognizing and managing stress and anxiety effectively.

Sarah Kelly will lead a Mindful Walking group on the Gorham campus on Tuesdays in October for those who want to enjoy nature and gentle movement while focusing their awareness.

Vicki Libby and Samantha Seebode will host Bold Arrivals on Tuesdays from 4:30 to 5:30, a group designed to help students new to

USM navigate the college experience. It will start on October 1 and will continue through the semester.

On the 1st and 3rd Thursdays starting in October Liza Little and Dani Cimino will offer Self-compassion and Happiness Practice to help students reduce self-criticism and improve mood.

On the alternate 2nd and 4th Thursdays, Diane Geyer and Jillian Littlefield will address Ourselves & Others, a group focused on improving social connections.

All these groups are open to all and require no pre-registration - just show up!

Groups provide powerful opportunities to make connections with others, learn and practice skills such as healthy communication and stress management, and perhaps most impor-

The power of group support

Janis Mallon, Ph. D.
Training Director/Senior Psychologist

tantly can show members that they are not alone in their struggles.

Many students come to counseling because they feel lonely and want to make friends. Joining a group can be the first step in making a new friend. It can be so helpful to practice skills together, to hear alternate points of view, and to share small victories and accomplishments with supportive others.

It is easy in today's world, where we are bombarded with social media, to feel very isolated, particularly when we are feeling anxious, awkward, or tend to be too hard on ourselves. Group work with a trained facilitator can help instill hope that change is possible and can illustrate ways that others have dealt

with similar challenges.

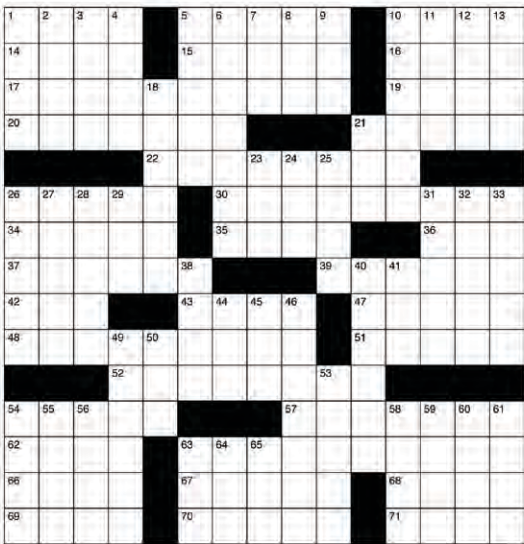
Ground rules such as confidentiality, mutual respect and a non-judgmental stance help create the supportive container of the group. Members can validate one another, encourage healthy change and celebrate one another's accomplishments. Participating in group offers many benefits, not the least of which is the opportunity to help others.

Check out one of the upcoming group offerings. You have nothing to lose, and might very well find that participating in group becomes one of the things you look forward to most in your busy week. Have questions? Feel free to stop into either our Portland (105 Payson Smith) or Gorham (156 Upton) offices, or give us a call at 207-780-4697 or 207-780-5411. **FP**

Crossword

Across

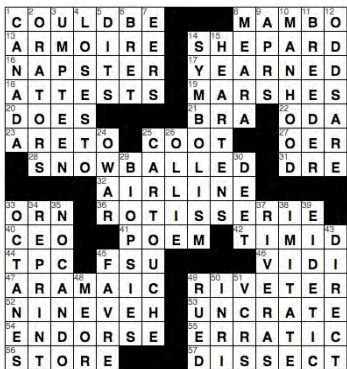
- 1. Milan's Teatro ____ Scala
- 5. Okay, in a way
- 10. "Design on a Dime" channel
- 14. Middling marks
- 15. Send as payment
- 16. Flight to Haifa
- 17. Caribbean capital
- 19. Charismatic glow
- 20. Sub-launched ballistic missile
- 21. Carrying a weapon
- 22. Pollyanna, e.g.
- 26. On the way out
- 30. Longtime ABC soap
- 34. Up to one's ears (in)
- 35. Actress Campbell of "Scream"
- 36. ____ voyage
- 37. Reveal the identity of
- 39. ____ in on (neared, as a target)
- 42. Name
- 43. Food-container info
- 47. Treaty signed by RMN
- 48. Michigan city
- 51. Contort
- 52. Primo
- 54. Fastener
- 57. Warned
- 62. River past Buckingham
- 63. Suppertime
- 66. Knight wear
- 67. Preside over, as a committee
- 68. New Haven institution
- 69. Gasp for air
- 70. Pain in the neck
- 71. Impediment



Down

- 1. Eight, in Aachen
- 2. Type of jet
- 3. Jacob's son
- 4. Merle Haggard's "Sing ____ Song"
- 5. Product name
- 6. Preacher's stand
- 7. Outback runner
- 8. Close kin, briefly
- 9. Bus rte. stop
- 10. Warm part of the house
- 11. Downcast
- 12. Shipping container weight
- 13. Prince called "the Impaler,"
- 18. Whinnies
- 21. Dummy
- 23. Affirmative vote
- 24. Restroom, informally
- 25. Don Juan's mother
- 26. Garish
- 27. Confess
- 28. Poetic units
- 29. CIA relative
- 31. Greek weights
- 32. "Dead ____ Society"
- 33. Cut off, as a relationship
- 38. Sack opener?
- 40. Only Bible book lacking the word "God"
- 41. Not cooked
- 44. Country music channel, once
- 45. IMF collaborator
- 46. Atlantic sinker
- 49. In a class by ____
- 50. Hack (off)
- 53. Salesperson
- 54. Freebie
- 55. Honolulu barbecue
- 56. "You wish!"
- 58. "Wide Sargasso Sea" author Jean
- 59. Come ____ end
- 60. Faulkner character
- 61. Wine sediment bit
- 63. Roman 700
- 64. Her, in Hamburg
- 65. B' ____ B'nith

The solution to last issue's crossword



Sudoku

Level of difficulty: Easy

The object of a sudoku is to fill in the remaining squares so that every row, every column, and every 3 x 3 box contains each of the numbers from 1 to 9 exactly once.

2	3			5	7	9		
								2
8		5			2		6	
				6			9	
3	9			2		4		5
	7				1			
	1			4			2	5
4								
		3	5	9			1	4

Word Search

Search for the list of words in the grid of letters. Grab a pen and circle each word as you find them.

Theme: Word of the Day

E W Z T G E I K L O Q H L H Z M T N A M
L K J H U N S P U L J A D T J R O B L T
B R O Q B E I R N J P L T T C S O N O B
B T F X B F M F B E D I L E L D N C C P
O F X Y A T M B F D D D Z A J U S Z O G
C I L B V Y C E O A R E F U G I U M B D
O I C Q D U L E X S D A U O I W F N J Q
R R A M N K A P K N O J A J F X B L M S
Y A I J A U M I L H P M X W Y D C C N S
F R M A V F A S S Y R I G Z X H P X D J
D E D U D V N T L P P R E A M B L E H Z
N F U Q N E T O U E L E C T O R A T E G
Q I B W E S O L B R A A V P H L V V Z N
O E C F B O Q A B B U D P C J D P T I P
L D Q A X R G R E O G I J C S H V R L H
D N Q L E E D Y R L I V P L N P Z L A D
A Q B I H P C I K I K E B A N A G M N V
S X K S O O U Y A C G Q W I R E D R A W
E N I U G N A S D T N M D U B I S S B H
W B U S J Y G O X V C C B M E V R V D V

banalize
clamant
daffing
dvandva
electorate
elide
embosom
epistolary
hyperbolic
ikebana
operose
preamble
rarefied
refugium
sanguine
slubber
snoot
wiredraw

Cryptogram

Every letter in a cryptogram stands for another letter. Use the hint to crack the code.

KEY PVJYI CH MSQI SK KEY LSPPSI SVOX-COK SOY UJCAJ SI KEY ZYPPCA OCAI CH KSBVI.

And here is your hint:
I = S

Horoscopes



Aries (March 21 - April 19)
Control issues arise. Beware of giving away all your power or trying to keep it all in your hands; compromise.



Leo (July 23 - August 22)
Your expectations for your work are likely to be higher than usual today. Don't frustrate yourself. Reach for what is reasonable.



Sagittarius (November 22 - December 21)
Your imagination is a source of power today. Pay attention to your impressions and intuition; your actions will be wiser.



Taurus (April 20 - May 20)
Whether or not you take action for humanitarian ideals, your awareness of the wider world (beyond personal needs) increases.



Virgo (August 23 - September 22)
Keep your eyes and ears open. You pick up vital information through observation. Silence is your best tool.



Capricorn (December 22 - January 19)
Your "million and one" tasks feel overwhelming. Taking life one thing at a time will keep you relaxed and more effective.



Gemini (May 21 - June 20)
Too much focus on the past keeps you there. Learn from what has been, but plan for what lies ahead.



Libra (September 23 - October 22)
Don't let inertia keep you in old, uncomfortable patterns. Seek out what you know you will enjoy and do more of it!



Aquarius (January 20 - February 18)
Other people spark ideas and conversation for you today. Learning comes through your relationships, discussion, or reading.



Cancer (June 21 - July 22)
A friend needs some extra support today. Your warmth and assistance will be very important.



Scorpio (October 23 - November 21)
Don't battle with a partner over what you each earn, own, and enjoy. Do seek mutual satisfactions.



Pisces (February 19 - March 20)
Friends may offer useful financial advice. Listen, but make up your own mind. Pay any dues to organizations or groups which are due.

Sports

Tuesday 9/24

Women's Tennis

@ UMass.-Boston
3:30 p.m.

Wednesday 9/25

Field Hockey

v. Plymouth St.
7:00 p.m.

Thursday 9/26

Women's Volleyball

@ Rivier
7:00 p.m.

Friday 9/27

Golf

USM Cup
12:00 p.m.

Saturday 9/28

Men's Soccer

v. Castleton
12:00 p.m.

Cullen's Column:

UMaine field hockey game cut short for football fireworks

Unfair treatment for the sake of a halftime show represents bigger issue

Cullen McIntyre
Sports Editor

The University of Maine field hockey team had finished the first half of overtime against Temple University, a game that was being played at Kent State University in Ohio. Both teams were informed by Kent State officials that the game could no longer continue, as the field was needed for pre-game fireworks for the Kent State football game occurring that afternoon.

According to a report by the Portland Press Herald, "senior Riley Field thought it was a joke when a Kent State administrator told the University of Maine and Temple field hockey teams that their game couldn't continue." Her thought was rightfully so, as the game had every right to be finished, instead of having to end for a firework ceremony that was for a game played on a different field.

The game was supposed to end by 10:30 a.m. that day, as the teams had agreed that the 9 a.m. game would be over by then. Each team did not expect the game to go into overtime, and seemingly expected they would be able to finish the game should overtime occur. Overtime of course did occur, and the teams were only able to finish a single half before being told they couldn't finish. The game was declared a "no contest", according to UMaine field hockey Twitter page.

A half in overtime of a college field hockey game is 10 minutes long. 10 minutes that a pre-game firework ceremony could have waited to begin, so the athletes that travel across the country to represent their university and compete at a high level can finish their game. Should a goal be scored in that 10 minutes, the game ends. Had a goal not been scored, a best-of-five shootout occurs, and the team that scores the most out of five goals wins the game. As ties do not exist in field hockey, the game does not count towards either team's record on the season.

The larger issue raised, is the inequality of women's sports to men's sports. Why should a Division I field hockey game not

be allowed to finish not for a football game to be played on the same field, but for a pre-game firework ceremony for the football game that began at noon?

Female and male athletes both work morning, afternoon, and evening on their craft, whether it be football or field hockey all athletes put in a tremendous amount of effort into their sport. Each athlete competing at the collegiate level, no matter what division, has worked for their position on their team, and to be told that they cannot finish a game because of a pre-game firework ceremony shows a lack of respect for women's sports.

Both teams were told they could resume play at 5:30 p.m., seven hours after, for a 10 minute overtime. The lack of respect shown exemplifies that there is still much work to do in equality for the women's game. A game that would have delayed a daytime fireworks show by 20-30 minutes at the latest, was not allowed to finish because the officials decided that the sport of football meant more than field hockey.

The University of Maine field hockey team is ranked 24th nationally, and finished last season with a record of 16-5 record. The idea that a pre-game ceremony for a football team that is not ranked nationally is more

important than a game for a field hockey team that is not only ranked nationally, but ranked nationally at the highest collegiate level, is pathetic.

Women's sports have made a long climb to earn the respect it deserves in equality, but the actions taken at Kent State are an example that there is still left to climb. Any sporting event, no matter the gender, no matter the level of play, deserves to be shown respect for the athletes that have worked tirelessly to get to where they are, and that they deserve the right to play. **EP**



Husson and Southern Maine field hockey teams enter the field before a game.

Cullen McIntyre / Sports Editor

Husky Hero of the Week: Emily Baker

Get to know the women's soccer captain

Connor Blake
Staff Writer



Emily Baker, captain of the Women's soccer team and senior exercise science major from Brunswick, Maine has played a crucial role on and off the field this season. On the field she has earned Little East Conference (LEC) Defensive Player of the Week for the week of September 9th. Her efforts have also helped the Huskies get off to a strong start going 4-2, three of the wins being shutouts in which Baker played a huge part of.

Baker, who started playing soccer at the age of three, has found a natural love and passion for the game that can be displayed anytime she's on the field, "I love the team atmosphere, and the sense of accomplishment at the end of a game", said Baker.

In Baker's first season as captain, they broke a school record going 14-5-1. Now heading into her second season of being captain and her senior year of college, the team is ready to take the next step and so is Baker having scored her first ever career goal against University of Maine at Farmington, "I feel as though the team having success last year, has brought the team more momentum and we can see that in the way we practice and the way we play," said Baker.

The presence of the senior captain can be felt all the way through the team. "Emily has been supportive of me

from the start. She was the one who gave me a tour of the dorm buildings before school started, and she even met my family and ate lunch with us. Her support has meant a lot on the field as well as off the field," said Grace Blackwell, a freshman with an undeclared major from Rockport, Maine.

The first things that come to mind when the teammates think of their senior captain is that "she's very helpful and a great player, as well as a great team mom," said Meghan Galante, freshman biology major from Epping, New Hampshire. As well as her helpfulness, "Emily, has been very accepting of us from the start of the school year, which has made me feel very comfortable on a brand new soccer team," said Katie Lynch, freshman marketing major from Bellingham, Massachusetts.

While Baker excels on the field, she also does a lot off the field too. This past summer she got to work at Martins Point Health Care as a Clinical Quality Support Specialists. Working there has helped her on her way to graduating and beyond, "My goals are to go to graduate school, get a masters in public health but more specifically become an epidemiologist and one day become a medical director," said Baker.

Some fun facts about Baker is that her favorite movie is Mamma Mia. Favorite author is Jodi Picoult, her favorite singer is Shania Twain which makes her favorite song an obvious one, "Feel Like a Woman" by Shania Twain. Her

dad played division 1 hockey, her mom was a dancer, and her brother is currently on scholarship playing lacrosse at Post University in Waterbury, Connecticut.. When asked what her inspiration has been, she said "My grandparents have inspired me all through life, and having parents with strong work ethic passed down has taught me to always work hard for what I love to do."

That work ethic has paid off with some distinguished accomplishments. Baker is a three-time LEC all-academic-athlete and a William B. Wise scholar athlete with a 3.89 GPA. In addition to being smart in the classroom she also is going on her second year of being a resident assistant on campus, and she also does a lot of volunteer work raising over \$5,000 for families affected by breast cancer.

As the final season and school year for Baker gets underway she will remember a few things. When it comes to soccer it has "given me a way to relax and really relieve my stress through some tough times," said Baker. When it comes to the school, she will "remember the supportive role professors like Dr. Jeffery Murphy who helped her get setup for her internships, even after he has moved on from USM professionally," said Baker.

The Huskies look to continue their success from last season as they have their next home game on Wednesday, September 25th against Wentworth at Hannaford Field at 4:00pm. **FP**



Cullen McIntyre / Sports Editor

Emily Baker passes the ball forward to her teammate

Know an athlete who's story should be told? Nominate them for athlete of the week!

Contact cullen.mcintyre@maine.edu with their name and sport!

B A D
K E R N I N G
C A N
N E V E R
B E
J U S T I F I E D .

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